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of some topics not generally treated in an elementary course. Especially good are the chapters on moments of force, motion of rotation, color, and optical instruments. It is to be regretted that the same consistency did not lead to giving the common units a place of importance co-ordinate with the metric system. One of the few unsatisfactory sections of the book is that dealing with engineering units. A striking feature of the book is the inconspicuous place occupied by mathematics. That this is due to skilful treatment and not to the omission of important relationships is best appreciated when one examines the numerous problems. No teacher can fail to be stimulated by a careful reading of this book. It does not appear to be very different, in point of difficulty, from other high-school texts. It should be more interesting. Above all, it is teachable. The publishers have done their part admirably, making the book as attractive in form as it is worthy in conception and execution.

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*Great Pedagogical Essays: Plato to Spencer.* By F. V. N. PAINTER, A.M., D.D.  
New York: American Book Co. Pp. 426.

It is a very real need that the editor of these selections has attempted to meet. The history of education is a large subject and the significant materials are available only in the original languages, or in translations, some of which are expensive and to be had only in complete editions of their author's works. With the growing interest in the study of education and its history, and the improved methods of instruction in these subjects, there has arisen a demand for first-hand acquaintance with the sources. To meet this demand within the compass of a volume of the size of the one under review is, of course, impossible; a selection of materials is all that could be expected. With selection comes the question of relative values, and no editor could hope to meet the views of his fellow-workers in the same field.

The twenty-six documents given in whole or in part in this handy volume are all of the first importance. They afford a basis for the formation of an opinion of the general character and trend of an author's work, and thus serve to give substance to the mere outline of the usual textbook.

As has been suggested before, it would be idle to quarrel with the editor's choice of documents, or to suggest important omissions. The student of education who is without access to a large library will be grateful for what the editor has provided, and will profit greatly by a careful study of these pages. Each selection is prefaced by a short biographical sketch of its author. A cursory examination has brought to light one typographical error: "*bedentendsten*" for "*bedeutendsten*," p. 159.

W. B. O.

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*Methods in Plant Histology.* By CHARLES J. CHAMBERLAIN. Chicago:  
The University of Chicago Press, 1905. Pp. x+262, with 88 figs.  
\$2.39.

Chamberlain has revised and rewritten much of his *Methods in Plant Histology*, adding several new chapters, elaborating and in many instances improving and shortening the processes. The new chapters deal with microchemical tests, free-hand

sectioning, special methods, the use of the microscope, and micrometric methods involving the use of the camera lucida.

The most notable new chapter is the one dealing with methods of staining filamentous algæ and fungi, and mounting them in Venetian turpentine. An abstract of the methods of Pfeiffer and Wellheim is given, together with such modifications as have been bound to give successful preparations. Such extremely delicate forms as *Vaucheria* can be carried through the stains and mounted in Venetian turpentine without showing the least trace of plasmolysis; and even if slight plasmolysis should occur, it can be corrected by manipulation of the mounting medium. The Venetian turpentine method, giving preparations requiring no sealing, and as hard and durable as balsam mounts, should almost entirely replace the troublesome glycerine method.

Much attention is given to collecting and keeping material alive in the laboratory. Klebs's method of securing reproductive phases in algæ and fungi is presented in a practical manner. Specific directions are given for making such preparations as are needed by teachers and others who wish a comprehensive view of the plant kingdom from the lowest to the highest forms.

The book will be very useful to teachers of secondary schools, as well as to independent workers, for it gives in usable and concise form the latest and most approved methods of modern micro-technique.

W. J. G. LAND.

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*German Higher Schools: The History, Organization and Methods of Secondary Education in Germany.* By JAMES E. RUSSELL. Ph.D., LL.D. New York: Longmans, Green & Co.

This is a revised edition of the handbook on the German secondary schools by the dean of Teachers College, New York, first published in 1899, and reviewed in these columns. The new edition is enlarged by the addition of a chapter entitled, "The Progress of School Reform, 1898-1905," a "Bibliography of Recent Works on School Reform," and three appendices entitled "Royal Decree of November 26, 1900," "Curricula of Prussian Higher Schools of 1901," and "The Privileged Higher School of Germany in 1903-1904." These additions will render more useful what has already become a standard work on the subject. On p. 463 *ad fin.* "1903" should read "1900."

W. B. O.

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*Boys and Their Management in School.* By H. BOMPAS SMITH, M.A., Headmaster of Queen Mary's School, Walsall; Formerly Assistant Master at Shrewsbury. New York: Longmans, Green & Co., 1905. Pp. 119.

While this small volume is written from the standpoint of the English school and for English schoolmasters, it contains a fund of practical wisdom born of experience that would be applicable under any conditions. The book is divided into two parts, the first of which, entitled "The Human Boy," deals with the physical and mental development of boys between the ages of eight and nineteen years and draws much of its material from Hall's *Adolescence*. In the second part, entitled "The Boy in School," the author speaks from his own experience, and reveals himself as a thoughtful and sympathetic student of the problems of his profession. We Amer-